



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1801 E. Fir Street, Cottonwood, AZ 86326

Mingus Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Highly Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Chris J. Schultz  
Schedule : 07:30 AM to 04:00 PM  
Grades : 9-12  
Web Address : www.muhs.com  
Phone Number : (928) 634-7531  
Fax Number : (928) 639-4236  
E-mail : cschultz@muhs.com

### Mission

Faculty and staff at MUHS accept the responsibility for assuring that all students meet or exceed high, yet attainable educational standards. Upon graduation, students must be prepared to continue their education or enter the work force. Therefore, our students must recognize opportunities when they occur. Mingus students will be trained to contribute to society in a positive manner and to realize that wherever they go and whatever they do, they will be learners all of their lives.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Continued training for teachers in the use of: six trait writing rubric for curriculum development, lesson design, in-class reading/writing development and technology to enhance instruction of students and communication with parents.
- ü Improvement of student learning in reading, writing, and math through: goal alignment, inter-disciplinary curriculum/standard alignment, intra-disciplinary curriculum/standards alignment and improved instructional strategies.
- ü Improvement of student learning in reading, writing, and math through: alternative and remediation programs, active student participation, improved student attendance and minimized classroom interruptions.
- ü Development of standards-aligned, longitudinal course assessments to identify and assess learning levels and student progress.

### Enrollment

October 1, 2005 School Year Student Enrollment : 1262  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 47

## Instructional Programs

- ü A.P. & Honors Courses
- ü Spec.Ed., ELL, English Immersion
- ü Title 1 Lab, Reading, Tutoring
- ü Band, Choir, Ceramics, 2D Art, Drama
- ü Agriscience, Psych, Child Studies
- ü CNA, Med. Science, Sports Med.
- ü Bldg Trades, Auto, Auto Body, Welding
- ü Computer Tech., Performance Art, Web Page

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 40 minutes
First Day of School :	8/3/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Mingus Union High School accepts the responsibility to provide: a safe, comfortable learning environment, high expectations for student learning, quality academic, vocational and extracurricular programs, and to provide opportunities for all members of our school community to meet their physical, social, emotional and intellectual needs.

### Parents

Parents are expected to ensure that students come to school consistently and prepared to learn; that cooperative relationships exist between the home and the school such that both school and parents focus on supporting the student's responsibility for learning.

## Transportation Policy

Safety & welfare of student riders is paramount. Bus drivers are ADOT licensed & receive on-going training & monitoring. Buses meet federal & state requirements & undergo daily inspection. Aides ride with handicapped students ensuring a safe ride.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Merit Scholars 2001, 2003, 2005	2005
ü State Student Council Convention Host	2003
ü Natl Merit Commendations 00-01, 01-02, 02-03, 03-04	2004
ü Cnty Tchr of Year honorees, 01-02, 02-03, 03-04, 04-05	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	304	304	71130	98	98	95	705	705	701	17	17	23	14	14	13	55	55	51	14	14	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	145	145	35465	97	97	96	706	706	702	13	13	21	15	15	13	59	59	53	13	13	13
Male	159	159	35648	99	99	94	704	704	701	21	21	24	14	14	12	51	51	50	14	14	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	65	65	25103	98	98	95	680	680	685	37	37	34	22	22	16	37	37	45	5	5	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	18	18	4241	100	100	90	697	697	679	28	28	39	22	22	19	39	39	39	11	11	3
White	213	213	36075	98	98	95	713	713	715	10	10	12	12	12	9	61	61	58	17	17	21
Students with Disabilities	31	31	5862	97	97	71	667	667	658	61	61	63	16	16	15	19	19	20	3	3	2
Students without Disabilities	273	273	65268	99	99	98	709	709	705	12	12	19	14	14	12	59	59	54	15	15	15
Limited English Proficient Students	12	12	4859	100	100	93	660	660	662	67	67	64	25	25	15	8	8	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	--	22957	--	--	93	--	--	685	--	--	34	--	--	17	--	--	44	--	--	5
Non-Economically Disadvantaged	304	304	48173	98	98	96	705	705	709	17	17	17	14	14	11	55	55	55	14	14	18

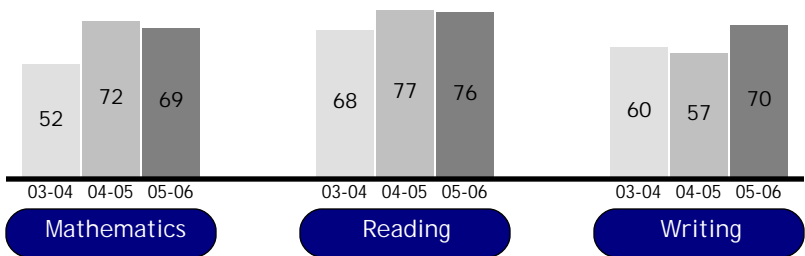
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	314	314	73018	99	99	97	705	705	703	5	5	6	20	20	23	71	71	64	5	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	152	152	36181	99	99	97	710	710	708	4	4	4	15	15	21	78	78	65	3	3	9
Male	162	162	36816	99	99	96	700	700	699	6	6	7	24	24	24	64	64	62	6	6	7
African American	NC	NC	3976	NC	NC	96	NC	NC	689	NC	NC	8	NC	NC	29	NC	NC	59	NC	NC	3
Hispanic	68	68	25801	100	100	96	676	676	683	16	16	10	34	34	34	49	49	53	1	1	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	17	17	4389	100	100	93	689	689	675	NA	NA	9	41	41	42	59	59	47	NA	NA	1
White	220	220	37024	99	99	97	716	716	721	1	1	2	14	14	12	78	78	73	6	6	13
Students with Disabilities	30	30	7170	94	94	85	660	660	654	23	23	23	47	47	47	30	30	29	NA	NA	1
Students without Disabilities	284	284	65848	100	100	98	709	709	708	3	3	4	17	17	20	75	75	67	5	5	9
Limited English Proficient Students	14	14	5099	100	100	95	630	630	641	43	43	29	57	57	59	NA	NA	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	--	23912	--	--	94	--	--	681	--	--	10	--	--	36	--	--	52	--	--	2
Non-Economically Disadvantaged	314	314	49106	99	99	98	705	705	714	5	5	4	20	20	16	71	71	69	5	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	311	311	72810	98	98	96	690	690	685	5	5	6	26	26	30	66	66	58	4	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	151	151	36111	99	99	97	702	702	695	5	5	4	12	12	23	78	78	65	5	5	8
Male	160	160	36678	98	98	95	679	679	674	6	6	9	39	39	36	54	54	52	2	2	3
African American	NC	NC	3962	NC	NC	96	NC	NC	675	NC	NC	8	NC	NC	33	NC	NC	55	NC	NC	3
Hispanic	66	66	25735	97	97	96	662	662	669	12	12	10	45	45	41	42	42	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	17	17	4370	100	100	92	691	691	670	NA	NA	9	29	29	39	65	65	50	6	6	2
White	219	219	36915	98	98	97	697	697	697	4	4	3	20	20	21	72	72	67	5	5	8
Students with Disabilities	28	28	7071	88	88	84	641	641	634	18	18	24	64	64	53	18	18	21	NA	NA	1
Students without Disabilities	283	283	65739	99	99	98	694	694	689	4	4	4	22	22	27	70	70	62	4	4	6
Limited English Proficient Students	13	13	5046	100	100	94	625	625	621	38	38	31	62	62	56	NA	NA	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	--	23814	--	--	94	--	--	667	--	--	10	--	--	41	--	--	47	--	--	2
Non-Economically Disadvantaged	311	311	48996	98	98	97	690	690	693	5	5	4	26	26	24	66	66	64	4	4	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	86	38	NA	42	95	58	58	51	95	59	59	52
	Language	94	40	40	42	95	58	58	50	95	58	58	50
	Mathematics	94	66	66	63	95	56	56	50	95	56	56	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

# Mingus Union High School

## School Site Council

### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Council Duties

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	62.00
Other Professional Staff	7.50	Teacher Aide	7.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	4	4	0	0
7 to 9 years	9	1	0	0
10 or more years	19	16	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	214
Teachers with Emergency Certification.	15
Percent of teachers in the school with Emergency/Provisional Certification	24%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

Ü Library/Media/Career Resource Center	Ü Title 1 Self-Paced Computer Classroom
Ü 5 Vocational/Technical Computer Labs	Ü Title 1 Reading Lab and Classroom

### Extracurricular Activities

Ü Ftbl, B/G XCntry, B/G Swim, Vlbl	Ü FFA, FBLA, Skills USA, Teen Court
Ü B/G Bkbl, Wrestling, B/G Soccer	Ü Mock Trial, Art Club, Yearbook, Newsppr
Ü B/G Track, B/G Tenn., Bsbl, Sftbl	Ü Key Club, N.H.S., Stu. Leadership
Ü Band/Choral Performance	Ü SADD, TAPPS

### Social Services

Ü 2 School Resource Officers	Ü Student Assistance Program
Ü nurse and health center	Ü Two Attendance Specialists
Ü 3 Guidance Counselors	Ü 7 bi-lingual instruction & support staff
Ü Native American & Career Counselors	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Academic Honors: 6 Flinn Scholars; Natl. Merit Scholars in 00-01, 02-03, and 04-05; a Hispanic Natl. Merit Award Winner in 04-05; Natl. Merit Commended Students in 2003-2004, and 70-100 percent pass rate in its AP classes.
- ü Special Programs: strive for .5, recognizes achievement of students who increase GPA's by .5 per semester; Mobile Marauder visits students' homes quarterly to recognize citizenship; and 'Of The Month' program for scholar, athlete, service, and arts.
- ü Service: #1 donating school with United Blood Service 02-03, 03-04, and 04-05 with 587 pints collected last year, highway clean-up, canned food drive, S.A.D.D., Key Club (Verde River Days, Clothe-A-Child, CES Carnival) and Adopt-A-Family.
- ü Athletics 2004-2005: Region Team Champs in boys' swim, girls' swim, boys'tennis, and baseball, ; 10 Individual Region Champs in swimming, tennis and wrestling, 7 state placers in swimming and wrestling, 2 individual State Champions in wrestling.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	86	89	88	73
Graduation Rate <sup>6</sup>	84	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Mingus maintains a cooperative relationship with local legal authorities. Of the 124 incidents indicated above, only 43 actually involved arrest. 21 were regarding student truancy and 69 included interviews of students. A Cottonwood police officer and a Yavapai County Probation Officer teach criminal justice, sponsor Teen Court and support peer mediation. They also participate in the Student Assistance program. SAP provides support groups for drug, alcohol and other severe violations.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

124

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Sharyl Allen	(928) 634-8640
Community Resources	Sharyl Allen	(928) 634-8640
School Nutrition Programs	Sharyl Allen	(928) 634-8640
Parent Organization	Chris Schultz	(928) 649-4448
Student Health/Nurse	Helen Cowley	(928) 634-7531

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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Total cost of printing: 12 Pages X .0243 Per page X 1295 Copies = \$378.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.